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ABSTRACT

To further the development and refinement of a model to utilize paraprofessionals in conducting a needs assessment of disadvantaged youth for consumer and homemaking education, curriculum guides from the nine schools involved in the project were analyzed and pre- and post-assessment questionnaires devised and administered to the aides and teachers in those schools. Meetings were held with aides monthly, and written reports of the meetings were sent to the teachers. This input resulted in teachers' formulations of performance objectives and completion of goal statement questionnaires. Findings include: (1) There is a need for preparing the professional to work with the paraprofessional, (2) Many of the aides encounter difficulty with educational terms, indicating perhaps that handbooks which contain defined terms should be developed, and (3) Because many of the aides encounter problems such as physical or psychological difficulties, family problems, unwanted pregnancies, divorces, car breakdowns, and impoverished backgrounds, the teacher's attitudes and the curriculum itself may need modification. Supplementing the text is the original handbook developed for home economics community aides. (SN)

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REFLECTIONS OF THE COMMUNITY:

THE COMMUNITY AIDE

AND CONSUMER AND HOMEMAKING EDUCATION

Project No. 15-63529-C066-71-A

Title I Part C, Sec. 131(b)
of Public Law 90-576

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This project involved the development and refinement of a model to utilize paraprofessionals in conducting a needs assessment of disadvantaged youth to aid in the modification of consumer and homemaking education curriculum.

This project was an attempt to resolve three main questions:

1. What is the effect of the paraprofessional on curricular offerings?
2. What is the effect of the paraprofessional on teacher attitude and behavior?
3. What is the effect of the paraprofessional on students?

The rearch was concerned with twenty-three teachers in nine high schools and the nine paraprofessionals assigned to these schools. These schools, part of the fourteen school Kern High School District, had been chosen to take part in the community aide program because they were the larger consumer and homemaking education programs in the district. Because the nature of the Kern High School District played an integral part in this project, a brief district description is appropriate.

This district covers most of what is, geographically, the third largest county in California. Because of this size, the schools of the district are autonomously operated and dramatically different, ranging from small rural schools to large urban schools. The district has no subject-matter supervisors; curriculum is determined by the administration of each school with teachers taking a part in the decision making role.

PROCEDURES

Promoting Program Similarity

The first step in structuring a program to test the effectiveness of the paraprofessional as a change-agent was to develop program similarity

between the nine high schools involved.

A program of utilizing paraprofessionals as home liaison agents had been in operation in these nine consumer and homemaking education departments during the 1970-71 school year. There had been little central direction given the program, and no formal attempt to train either the paraprofessionals or the professionals with whom they would be working. Consequently in each school diverse procedures for the aides had evolved. There had been no attempt to discover if one of their major assets, their personal knowledge of the life styles of the disadvantaged, was being used by teachers in building school curriculum.

To help promote program similarity, a preliminary handbook was developed during a June 1971 workshop by seven chairmen of consumer and homemaking education departments and six community aides. A revised copy of this handbook is found in Appendix A and includes the report forms to which reference will be made. It should be noted that the original handbook carried no suggestion that the community aide would affect curriculum or be an agent in program planning, for the intent of this research was not to mandate that teachers listen to curricular suggestions from aides--an actual impossibility in a district which allows local autonomy--but to see if teachers would listen to such suggestions.

The original handbook was given to teachers and aides in September.

Developing and Administering the Questionnaire

The next step in project implementaiton was to analyze the curriculum guides from the nine project schools to ascertain what subject matter was included in their various curricula. From this analysis, the questionnaire found on page 17 of the handbook was developed. The subject matter content of each of the items in the questionnaire was found in at least one curriculum

guide. The length of the questionnaire precluded investigating opinions on the entire range of consumer and homemaking education at the secondary level; therefore, it was limited primarily to the areas of Clothing, Foods, Housing and Home Furnishings, and Money Management.

In the opinion of the researcher, a teacher of consumer and homemaking education for twenty years, these 65 items encompassed the entire range of these four areas. A survey of a number of general textbooks reinforced this opinion.

After deciding to eliminate the areas of Family Relations and Child Development (which should not be construed as a negation of their importance) extraneous units were placed under the heading "Misc."

This questionnaire was administered to teachers and aides in September as a pre-assessment; then readministered in June as a post-assessment. To promote the notion that change would result from the spontaneous insights of staff, during the September administration the project was described as being an investigation into the needs of disadvantaged youth. In September, and again in June, the questionnaire was administered to each group twice. The first heading stated, "On the basis of your experience in the field of home economics education, how important would it be for the students in classes to study about the following?" After personnel were read the definition of "Disadvantaged" from the California State Plan for Vocational Education, they were handed the second questionnaire which stated, "On the basis of your experience in the field of home economics education, how important do you feel it would be for DISADVANTAGED students to study about the following?"

To discover priorities, a ranking for each item on the questionnaire was computed. Since a four point Lickert-type scale was used, responses were weighted. That is, a check in the "Essential" column was assigned

four points; a check of "Important" was assigned three points; "Worthwhile" received two points; and "Least important" only one point. Teachers' and aides' answers were counted; these answers were given the above weights and then totaled. This produced a single, composite score for each item which was then used to rank the questionnaire items.

The preliminary analysis of this pre-assessment revealed a possible discrepancy with the curriculum guides. Therefore those questionnaire items to which the teachers gave high priority, and those questionnaire items to which teachers assigned a low priority were compared with the teacher written curriculum guides.

The community aides were asked to complete this same questionnaire after a visit to a disadvantaged home and to submit to the researcher fifty such completed questionnaires. Since home visits may be divided into two main categories, those where a school problem exists and those where there is no school problem, the decision was made to restrict those questionnaires used by the researcher to "problem-less" visits. A copy of each completed questionnaire, attached to the "Home Visit Report" found in the handbook, was also to be given to the individual teacher at the time of the teacher/aide conference which was to follow a home visit.

The questionnaire was also given to samples of consumer and homemaking education teachers in the Modesto and Fresno areas to ascertain if the Kern High School District teachers held program priorities similar to or different from other teachers in the San Joaquin Valley.

Monthly Meetings

The researcher held monthly meetings with aides. At this time "Home Visit Reports" and questionnaires were submitted. Emphasis was placed on helping the aide complete reports in such a manner that the teacher received the maximum amount of information which could contribute to program planning.

Taped discussions were structured around a series of questions such as:

1. If you could take a consumer and homemaking teacher with you on one visit, which visit would it be? Why?

2. What do you tell the teacher about your home visits?

3. What do you see as the main problems of the families you visit?

4. If you were to prevent those problems in the next generation, what should students study in class?

5. What do students need to learn to help break the self-defeating cycle of poverty in which they may live?

6. What information about homes would be of greatest value to teachers in planning program?

The tapes of these meetings were analyzed for content, and summaries were sent to teachers. The questionnaires turned in at these monthly meetings also were summarized, and subject matter content given high or low priority by the aides were identified to the teachers. (Samples of such summaries are found in Appendix B.)

Teacher Inputs

The inputs to the teacher were thus:

1. A questionnaire from an individual visit.

2. A written report from an individual visit.

3. A conference with the aide.

4. A summary of the monthly aide meeting.

5. A summary of the questionnaires from all nine aides identifying high and low priority subject matter content.

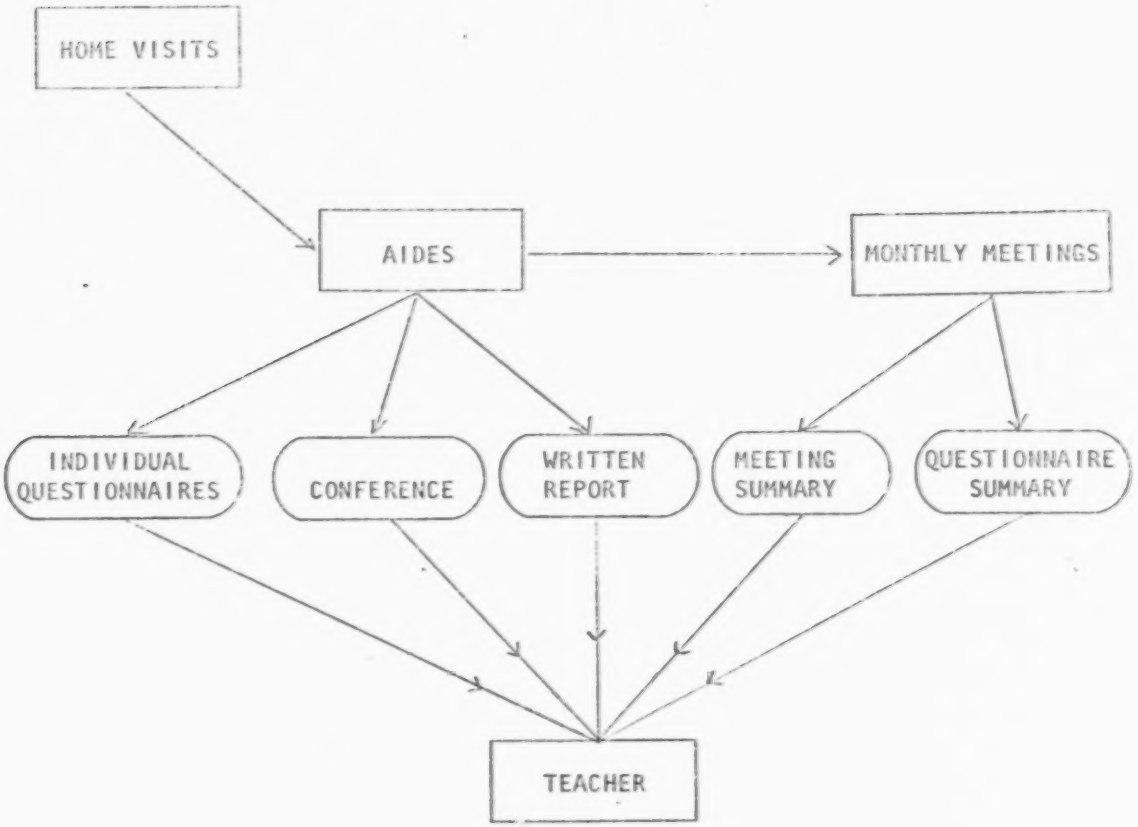
Table 1 shows a simplified schemata illustrating these inputs.

Objectives and Goals

To assess the effect of the community aide program on curriculum, three measures were developed.

Teachers were asked to write performance objectives. This was to be done during the second semester after teachers had received thorough exposure

Table 1


HOME VISITS
AIDES
MONTHLY MEETINGS
INDIVIDUAL QUESTIONNAIRES
CONFERENCE
WRITTEN REPORT
MEETING SUMMARY
QUESTIONNAIRE SUMMARY
TEACHER

to the input factors. The letter requesting their cooperation in writing objectives is found in Appendix C. The original plan of this project had been to analyze the objectives, organize a master list from them, send this master list to the teachers, who would then be asked to send back those objectives they planned to incorporate into courses. Their choices were then to be compared to the curriculum guides which were current in the spring of 1971. However, teachers responded with such large numbers of objectives (1,797) that the final master list included over 800 such objectives. This appeared to be too unwieldy a number with which to work, so after the original objectives were analyzed, teachers were sent a "Goal Statement" questionnaire in place of the master list.

This goal statement questionnaire, found in Appendix D, asked teachers to identify those goals which would be included in their 1972-73 courses. With this information, goal statement questionnaires could be compared with both existing curriculum guides and high and low priority items as determined by aides and found in the monthly summaries sent to teachers. Distractors in the area of family relationships and child development were included in an attempt to disguise the fact that these goal statements were directly derived from the subject matter content of the original questionnaire.

In addition, included with this "Goal Statement" questionnaire was a place, after each item, for teachers to indicate an interest in inservice training. Teachers' requests for inservice workshops could then be compared with those same high and low priority areas identified by aides.

Student Progress Assessment

Although consumer and homemaking education teachers who work with community aides saw them as a departmental asset, there had been no objective evidence that one of their functions, changing student attitudes, had been achieved. To determine the effect of a community aide home visit on students,

a progress report was included in the handbook. The original progress report consisted of one broad, open-ended question to be answered by the teacher. The researcher found it difficult to assess student progress from this original report. Consequently, during the spring semester, the check list progress report now found in the handbook was substituted for the original. These check lists were periodically submitted to the researcher by the community aides.

RESULTS

Teacher Comparisons

The subject matter questionnaire was administered to a sample of twenty consumer and homemaking education teachers in both the Modesto and Fresno areas and compared with the Kern High School District teachers to ascertain if their program priorities were similar or different. Table 2 shows the results. While correlations appeared high, there was less agreement on "Clothing" needs of students than in the other three areas.

Average weighted scores for each of the four main categories were computed. All three sets of teachers ranked the categories in the following order:

1. Money Management
2. Foods and Nutrition
3. Clothing and Textiles
4. Housing and Home Furnishings

There appeared to be similarities between the priorities held by the Kern High School District teachers and the other two groups.

Pre-Assessment Analysis

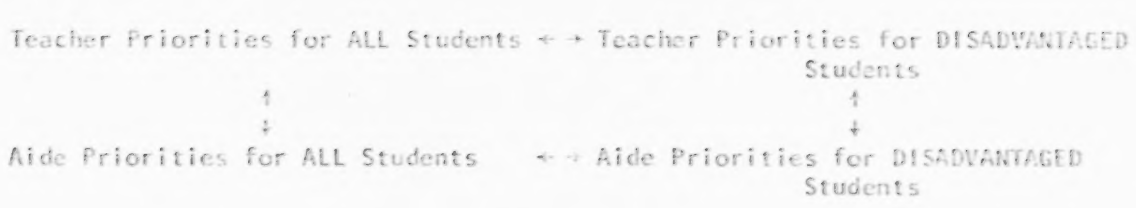
In analyzing the pre-assessment measure, several correlations seemed applicable. The following diagram describes these relationships:

Table 2

The Rank-Difference Correlations of Teachers' Ratings of Student Needs

	Kern H. S. District ALL Students	Kern H. S. District DISADVANTAGED Students
	Clothing	
Fresno - ALL Students	.60**	
Fresno - DISADVANTAGED Students		.81*
Modesto - ALL Students	.72**	
Modesto - DISADVANTAGED Students		.82*
	Foods	
Fresno - ALL Students	.97*	
Fresno - DISADVANTAGED Students		.94*
Modesto - ALL Students	.87*	
Modesto - DISADVANTAGED Students		.93*
	Housing and Home Furnishings	
Fresno - ALL Students	.93*	
Fresno - DISADVANTAGED Students		.94*
Modesto - ALL Students	.92*	
Modesto - DISADVANTAGED Students		.98*
	Money Management	
Fresno - ALL Students	.91*	
Fresno - DISADVANTAGED Students		.88*
Modesto - ALL Students	.84*	
Modesto - DISADVANTAGED Students		.90*

*Significant at the .01 level of confidence.
**Significant at the .05 level of confidence.


Teacher Priorities for ALL Students
Teacher Priorities for DISADVANTAGED Students
Aide Priorities for ALL Students
Aide Priorities for DISADVANTAGED Students

Because of the diverse size of the two populations, Spearman's rank-difference formula was used to determine correlations. Table 3 shows the results.

An analysis of the pre-assessment revealed the following:

1. When weighted scores for each main category were averaged, "Money Management" was seen as the most important category by all home economics personnel for both DISADVANTAGED and ALL students.

2. "Housing" was seen as the least important category for both groups of students and by both groups of personnel. This resulted from the great number of units in this category which dealt with aesthetics. If the scores on only those items which dealt with consumer knowledges were averaged, housing was seen as being the second most important category.

3. Teachers did not see the needs of DISADVANTAGED students as being different from the needs of ALL students. The possible exception was in the clothing area, where the correlation was .755. An examination of the rank orders within the clothing category showed that teachers saw "clothing construction" as being less important for the DISADVANTAGED student, but "grooming and appearance" as being more important.

4. The community aides saw the needs of ALL students and DISADVANTAGED students as being essentially the same except in the area of Money Management. An item analysis revealed that the aides did not see the "effects of ads" as being as important for ALL students as for DISADVANTAGED students.

5. The needs of ALL students in the areas of Foods and Housing were perceived in a common fashion by aides and teachers.

6. Teachers and aides did not see the same needs for ALL students in the areas of Clothing and Money Management. While teachers saw "construction" as being the most important clothing learning, this was rated relatively low by the aides. "Laundry techniques" and "grooming" were seen as more important by the aides than by the teachers. Within the Money Management category, aides saw "insurance types" and "automotive costs" as more important, with the "effects of ads" and "consumer information" being seen as less important than did the teacher.

Table 3

Rank-Difference Correlations Between Teachers' and Community Aides' Rankings of Student Needs Pre-Assessment (September 1971)

	Teachers DISADVANTAGED Students	Aides ALL Students
	Clothing	
Teachers - ALL Students	.755**	.49
Aides - DISADVANTAGED Students	.93*	.85*
	Foods	
Teachers - ALL Students	.86*	.89*
Aides - DISADVANTAGED Students	.93*	.81*
	Housing and Home Furnishings	
Teachers - ALL Students	.84*	.82*
Aides - DISADVANTAGED Students	.92*	.91*
	Money Management	
Teachers - ALL Students	.88*	.27
Aides - DISADVANTAGED Students	.62	.38

*Significant at the .01 level of confidence.
**Significant at the .05 level of confidence.

7. In comparing the two sets of opinions on the needs of DISADVANTAGED students, the only area where there was not a high degree of agreement was Money Management. No particular item or items appear to be responsible for this lack of agreement.

The investigator had expected to find greater differences between the priorities of teachers and aides. At that September meeting when the pre-assessment was administered, one teacher remarked, "I'm answering this the way I think I should, not the way I actually teach." So the decision was made to compare teacher priorities as expressed on the questionnaire with the teacher-written curriculum guides.

Comparison with Curriculum Guides

A comparison of curriculum guides which existed in June 1971 to pre-assessment items to which teachers assigned high or low priorities revealed a congruence. These comparisons are shown in Tables 4 and 5 where the items appear in descending rank order of preference and where the percentage of guides which included the item is shown.

An examination of these two tables shows that in general, those items seen as most important were mentioned in a greater number of curriculum guides, and those items seen as least important were listed in fewer guides. Although the guides were teacher-written, of the 35 items ranked highest for both DISADVANTAGED and ALL students (differences in numbers of items for the two groups are a result of ties) only ten items were mentioned in all guides. When the two groups are combined and the 39 lowest ranked items are examined, 16 of these were found in over half the guides. There appear to be discrepancies between what the teacher says are her priorities and that which she plans in curriculum guides.

Post-Assessment Analysis

The correlations which were used for the pre-assessment were computed

Table 4

A Comparison of Teachers' Priorities for
ALL Students with Curriculum Guides

Item and Order	Percentage of Guides Including Item
High Priority Areas (As Perceived by Teachers)	
Food Buying	100
Buying on Credit	55
Nutrition	100
Kitchen Safety and Cleanliness	78
Budgeting Income	89
Sources of Consumer Information	44
Meal Planning	100
Methods of Savings	55
How to Buy Furniture	78
Quick Meals	44
How to Buy Large Appliances	55
Food Preparation	100
Low-Cost Meals	33
Effects of Ads	22
Costs of Buying a House	55
Cleaning House	67
Low Priority Areas (As Perceived by Teachers)	
Accessories in Decoration	67
Handicrafts	44
Fixing Up My Bedroom	44
Reading Floor Plans	78
Mobile Homes	22
Reading Kitchen Floor Plans	78
Entertaining	67
Furniture Styles	78
Outdoor Cookery	44
Planning a Wedding	55
House Construction	22
History of Furniture	55
Selecting China, etc.	44
Foreign Foods	44
Drawing Floor Plans to Scale	33
Architectural Styles	33
Flower Arranging	44
History of Fashion	22
Gift Wrapping	22

Table 5

A Comparison of Teachers' Priorities for
DISADVANTAGED Students with Curriculum Guides

Item and Order	Percentage of Guides Including Item
High Priority Areas (As Perceived by Teachers)	
Food Buying	100
Budgeting Income	89
Buying on Credit	55
Meal Planning	100
Low Cost Meals	33
Sources of Consumer Information	44
Food Preparation	100
Use of Left-Overs	22
Low-Cost Furnishings	22
Clothing Care	44
Nutrition	100
Kitchen Safety and Cleanliness	78
Clothing Buying	67
How to Apply for a Job	22
Grooming	100
Quick Meals	44
Refinishing and Repairing Furniture	22
Cost of Renting	44
Career Information	33
Low Priority Areas (As Perceived by Teachers)	
Handicrafts	44
Textile Fibers	100
Furniture Arranging	78
Diet Meals	22
House Construction	22
Accessories in Decoration	67
Reading Kitchen Floor Plans	78
Reading Floor Plans	78
Entertaining	67
Outdoor Cookery	44
Selecting China	44
Planning a Wedding	55
Flower Arranging	44
Drawing Floor Plans to Scale	33
Gift Wrapping	22
Architectural Styles	33
Furniture Styles	55
Foreign Foods	44
History of Furniture	55
History of Fashion	22

for the post-assessment. Table 6 shows the results of that post-assessment.

An analysis of the post-assessment showed the following:

1. When weighted scores for each category were averaged, Money Management was seen as the most important category by all home economics personnel for both DISADVANTAGED and ALL students.

2. Housing was again seen as the least important category. This resulted from the great number of units in this category which dealt with aesthetics. If the scores on only those items which dealt with consumer knowledges were averaged, housing was seen as being the second most important category.

3. Teachers did not see the needs of DISADVANTAGED students as being different from the needs of ALL students.

4. The aides saw the needs of ALL students and DISADVANTAGED students as being essentially the same except in the area of Money Management. An item analysis revealed that the aides did not see the "effects of ads" or "methods of savings" as important for ALL students; they saw "buying on credit" as less important for the DISADVANTAGED student.

5. The needs of ALL students were perceived in a common fashion by both groups of personnel. Possible exceptions were the area of Clothing (.68) and Money Management (.69). In the Clothing area, teachers saw "clothing buying" as more important than did the aides. In the Money Management area, the teachers saw the "effects of ads" as being more important than did the aides.

6. Teachers and aides saw the needs of DISADVANTAGED students in a common fashion with the possible exception of Money Management (.67). Here the teachers saw "buying on credit" as more important than did the aides.

Pre to Post Correlations

Table 7 presents the correlations between the pre-assessments and the post-assessments. An analysis of these correlations shows:

1. All eight correlations between teacher pre-assessment and post-assessment rankings of student needs were high. This would suggest that from pre to post assessment, teachers' conceptions regarding student needs remained consistent.

2. Of the eight comparisons on aide priorities, only three show the aides as perceiving student needs in a common fashion in the fall and then again in the spring.

3. The aides saw the needs of ALL students in a like manner only in the Foods area.

Table 6

Rank-Difference Correlations Between Teachers' and Community Aides' Rankings of Student Needs
Post-Assessment
(June 1972)

	Teachers DISADVANTAGED Students	Aides ALL Students
	Clothing	
Teachers - ALL Students	.93*	.68**
Aides - DISADVANTAGED Students	.83*	.95*
	Foods	
Teachers - ALL Students	.87*	.87*
Aides - DISADVANTAGED Students	.77*	.84*
	Housing and Home Furnishings	
Teachers - ALL Students	.80*	.73*
Aides - DISADVANTAGED Students	.88*	.96*
	Money Management	
Teachers - ALL Students	.88*	.69**
Aides - DISADVANTAGED Students	.67**	.36

*Significant at .01 level of confidence.
**Significant at .05 level of confidence.

Table 7

Rank Difference Correlations Between
Pre and Post Assessments of Teachers and Aides'
Rankings of Student Needs

	Clothing	Foods	Housing	Money Management
Teachers - ALL Students	.90*	.97*	.89*	.92*
Teachers - DISADVANTAGED Students	.92*	.93*	.97*	.98*
Aides - All Students	.52	.82*	.52*	.55
Aides - DISADVANTAGED Students	.59	.88*	.92*	.49

*Significant at .01 level of confidence.

4. The aides saw the needs of DISADVANTAGED students in a like manner only in the areas of Foods and Housing.

5. An item analysis of the aides priorities in the Clothing area for both ALL and DISADVANTAGED students revealed that in the spring the aides saw "clothing buying" and "clothing selection" as being less important than they saw them in the fall, and "clothing construction" as being more important.

6. In the Money Management area, the aides ranked "automotive costs and purchasing" lower, and "sources of consumer information and help" higher for both ALL and DISADVANTAGED students.

7. In ranking the needs of ALL students in the Housing area, aides ranked "drawing floor plans to scale," "reading and evaluating floor plans," and "reading and evaluating kitchen floor plans" lower in June than they were in September, while "household maintenance and repairs" was rated as more important on the post-assessment than the pre-assessment.

In all eight cases, the pre to post correlations for the teachers were higher than were those for the community aides. These results appear to show the aides' opinions as being somewhat more flexible than the opinions of the teachers.

Objectives, Goal Statements, Inservice Requests

In assessing the effect of the community aide on curriculum, three measures were available: the performance objectives, the goal statement questionnaires, and the requests for inservice education.

Writing the objectives was a voluntary activity on the part of the consumer and homemaking education teachers. Nineteen of the twenty-three teachers cooperated in writing 1,797 objectives. One school did not choose to participate. Table 8 indicates the numbers of objectives written for high and low priority areas as perceived by aides. These priority areas are listed in descending order of preference. The numbers of objectives concerned with the traditional home economics areas of "clothing construction" and "food preparation," which were not perceived by aides as being either high or low priority areas, were also tabulated.

Table 8

Comparison of Teacher Developed Performance Objectives, Aides' Priorities, and Curriculum Guide Content

Subject Matter Area	Number of Objectives Written	Schools Where This Was New Content
High Priority Areas (As Perceived by Aides)		
How to Apply for a Job	16	2
Career Information	19	2
Budgeting Income	32	-
Sources of Consumer Information	28	3
Food Buying	68	-
Effects of Ads	13	2
Buying on Credit	19	1
Meal Planning	40	-
Household Maintenance and Repair	2	1
Low-Cost Furnishings	8	4
Nutrition	83	-
Low-Cost Meals	5	3
Methods of Savings	9	1
Use of Left-Overs	2	1
Home Nursing	40	1
Costs of House Buying	8	-
Costs of Renting	10	3
Kitchen Safety/Cleanliness	18	3
Automotive Costs	1	1
Food Storage	8	2
Total	427 (24%)	30
Low Priority Areas (As Perceived by Aides)		
Handicrafts	21	*
Flower Arranging	-	
Planning a Wedding	3	
Furniture Styles	5	
Foreign Foods	11	
House Construction	1	
Outdoor Cookery	4	
Mobile Homes	1	
Gift Wrapping	-	
History of Fashion	1	
Art Principles of Decorating	55	
Selecting China, etc.	2	
History of Furniture	1	
Reading and Evaluating Kitchen Plans	13	
Architectural Styles	1	
Reading and Evaluating Floor Plans	10	
Drawing Floor Plans	5	

Table 8 (continued)

Subject Matter Area	Number of Objectives Written	Schools Where This Was New Content
Low Priority Areas (As Perceived by Aides)		
Total	144 (8%)	
Clothing Construction	231	-
Food Preparation	179	-
Total	410 (23%)	

*Number of schools where the performance objectives represented new content were not computed.

Table 8 shows that 23% of the objectives were written in the areas of "clothing construction" and "food preparation." Twenty-four percent were concerned with the twenty areas aides had identified as high priority areas. ("Food buying," "meal planning," "nutrition," and "home nursing," traditionally part of home economics curriculum, accounted for 53% of the high priority objectives.) Eight percent were concerned with the aides' low priority areas. (Of these, 86 or 60% dealt with only the two areas of "art principles of decorating" and "handicrafts.")

Although there were three times as many objectives written for high priority items as there were for low priority items, the objectives tended to be written in areas traditionally taught in home economics. It is impossible to say whether or not teachers continue to see these traditional areas as the most important, or whether they find it easier to write objectives (which may in itself be a difficult task for teachers) concerning that subject matter with which they are the most familiar.

When the top twenty areas were examined by grade level, it was found that with the exception of one school which submitted objectives for a Consumer Education course for students in grades 10 through 12, no objectives were written for ninth or tenth graders in the eight high priority areas of "budgeting income," "buying on credit," "household maintenance and repairs," "low-cost furnishings," "methods of savings," "costs of home buying," "costs of renting," or "automotive costs and purchasing." No more than two objectives were written for the younger student in the areas of "career information," "effects of ads," "use of left-overs," and "low-cost meals." Teachers appeared to feel that high priority items were more appropriate for the older student.

The objectives were also compared with existing curriculum guides which had been collected in the spring of 1971. Here the voluntary nature of the

objective writing limited the comparisons, for not all schools had written objectives for all courses. Therefore, it was not valid to compare the objectives to curriculum guides to see if those areas assigned low priority by aides had been deleted, for if all teachers had participated, perhaps these areas would not have been deleted. While the relationship between curriculum guides and objectives in those areas seen by aides as most important must be considered minimums, for again if all teachers had participated, new content areas might have increased in numbers, Table 8 also shows that there were 30 new content areas added by the eight schools. Fifteen of the twenty high priority areas had been added in at least one school. (Seven of the eight schools added at least one new high priority area.) With 24% in high priority areas and 8% in low priority areas, the objectives appeared to show a degree of curriculum change in the direction suggested by the aides.

Table 9 summarizes the goal statement questionnaires, as compared to aide priorities and curriculum guides. All teachers in the participating schools returned these goal statement questionnaires. Consequently, the questionnaires represented complete curriculum in all schools.

The investigator's initial feelings of elation at finding 74 new content areas among those items identified as high priority by aides was tempered by also finding 41 new content areas among the low priority items. The researcher cannot explain this. One teacher, representing the most traditional department in the district, made two telephone calls to the investigator explaining why she had to check so many goals "no." If she is typical, perhaps teachers did not feel comfortable with the "no" column. Those high priority areas not added (budgeting income, food buying, meal planning, nutrition) represent subject matter already found in curriculum.

Table 9

Comparison of Goal Statements, Aides' Priorities, and Curriculum Guides

Subject Matter Area	Denotes New Area	Denotes Deleted Area
High Priority Areas (As Identified by Aides)		
How to Apply for a Job	6	-
Career Information	5	-
Budgeting Income	-	-
Sources of Consumer Information	4	-
Food Buying	-	-
Effects of Ads	6	-
Buying on Credit	3	-
Meal Planning	-	-
Household Maintenance and Repair	7	-
Low-Cost Furnishings	7	-
Nutrition	-	-
Low-Cost Meals	6	-
Methods of Savings	3	-
Use of Left-Overs	7	-
Home Nursing	1	1
Costs of Home Buying	3	-
Costs of Renting	3	-
Kitchen Safety and Cleanliness	2	-
Automotive Costs	6	-
Food Storage	5	-
Total	74	1
Low Priority Areas (As Identified by Aides)		
Handicrafts	3	-
Flower Arranging	1	3
Planning a Wedding	1	1
Furniture Styles	10	1
Foreign Foods	5	1
House Construction	3	-
Outdoor Cookery	2	-
Mobile Homes	6	-
Gift Wrapping	1	1
History of Fashion	2	2
Art Principles of Decorating	-	-
Selecting China, etc.	4	2
History of Furniture	1	2
Reading and Evaluating Kitchen Plans	2	-
Architectural Styles	3	1
Reading and Evaluating Floor Plans	2	1
Floor Plans to Scale	4	-
Total	41	15

However, there was only one high priority item deleted from curriculum, as opposed to 15 deletions in the low priority areas. This is seen as an important difference, for teachers have traditionally been willing to add to content while resisting deletions.

In analyzing the requests for future inservice workshops, the "distractors" were eliminated and only those 65 goal statements which corresponded to the 65 subject matter areas on the questionnaire were considered.

There were 146 requests for inservice. In comparing these requests with the aides' perceptions of high and low priority areas, it was found that fourteen requests (or 9% of the total) were made for inservice in the low priority areas. There were eight low priority areas which no teacher requested. Eighty requests (or 55% of total) were in the high priority areas. All high priority areas were requested. There were fourteen of these areas which three or more schools had indicated would be new content in the fall of 1972. (See Table 9.) Sixty-five, or 44% of the total requests were concerned with these new content areas. High priority areas where four or more teachers requested inservice help were "home nursing," "nutrition," "food buying," "use of left-overs," "low-cost meals," "how to apply for a job," "career information," "sources of consumer information and help," and "household maintenance and repair."

There appears to be sufficient difference between the 9% of requests dealing with low priority areas and the 55% of requests for high priority areas to warrant tentative conclusions. Aides do appear to have communicated with teachers. Teachers appear to be seeking help in program change.

Student Progress Assessment

The development and analysis of a student progress report was seen as a method of assessing the aides' effect on student attitudes. Here the

voluntary nature of this project hampered such assessment. After the open-ended report was found to be impossible to tabulate, the check-list report was devised, but the researcher had difficulty in collecting the progress reports. While Table 10 shows the tabulations of the seventy-five reports which were eventually turned in, she feels no conclusions should be formulated from this table. Community aides in the district made 1,400 home visits during the year. It might be postulated that at least half of these were the result of school problems. Seventy-five is too small a sample, one which undoubtedly represents sampling bias, for Table 10 to be more than "interesting."

Monthly Meetings

During the course of these procedures, the difficulty of the paraprofessional in coping with written reports became evident. For many of the aides, the "report" was the most confidence shaking of her job duties. A comparison of the "home visit report" with tapes of the monthly meetings revealed a paucity of information on the written reports, but a wealth of material on the tapes. Typical home visit reports said: *Very small and poor home. Very little furniture.* - or - *With children's help, home would look neater.* - or - *Home poor but kept up.*

Although these appeared to be intelligent, verbal, and enthusiastic women, they found it difficult to transmit their knowledge of the home in a written form. Experiments with cassette tapes resulted.

The aides were asked to record on tape one of their conferences with teachers. This was an attempt to give the investigator insight into the effectiveness of the oral report. There appeared to be two problems with this first set of tapes. The interviews were highly structured--by the teachers. The teachers asked the questions and the aides answered them.

Table 10

PROGRESS REPORT

Date _____ Name of Student _____

Teacher and class _____

Date of home visit _____ Reason for home visit _____

_____

Please check student's progress since initial home visit.

SAMPLE OF 75 COMPLETED PROGRESS REPORTS

	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GREAT IMPROVEMENT
Attendance	24	5	18	8
Tardies	3	4	13	6
Testgrades	8	2	6	3
Working cooperatively with others	4	6	11	3
Paying attention	5	10	10	7
Completing class assignments	14	16	17	9
Classroom behavior	2	9	9	5
Utilizing Tutorial	17	5	3	5
Material-Equipment	1	5	3	5
Interested in class	13	11	11	4
Works during class	6	13	16	8
Courteous and cooperative	4	5	10	3

COMMENTS:

In addition, the aide, who spent the majority of her time away from the school, found it difficult to fit "taping time" into the teacher's busy schedule. It is appropriate to indicate here that assigning a community aide to a department does not decrease the work load on the classroom teacher. The pre-service training, the reports, the conferences, all add to her time commitment. (The researcher has held a daily conference with the community aide at her high school for two and a half years.) There needed to be a method which considered both this time factor and the structuring by the teacher.

At a subsequent meeting with aides, an alternative was suggested. If an aide would record her observations of a home visit, and give the teacher the tape, then the teacher could listen to the tape when her schedule allowed. Since cassette recorders were available in local schools, and since cassette tapes are relatively inexpensive, such a method appeared feasible. In attempting to develop a structure for such a tape, the aides felt that answering the following questions would convey more information to the teaching staff than had been previously transmitted:

1. What did the home look like from the outside?
2. How were you greeted?
3. What was the appearance of the person who greeted you?
4. What did the house look like on the inside? (Describe furnishings, accessories, etc.)
5. What seemed to be the relationship between parent and student? Between parent and younger children, if present?

The transcription of the following tape, made after that meeting, should be compared with the previously cited "home visit report."

> This was the home of a black family. When I approached the home, the outside of it was very, very messy and cluttered up. The door didn't have a knob on it; but when I did knock at the door, the lady that answered greeted me very warmly and asked me to come in and to excuse her home. I could see that the floor was very messy. The rug was

very dirty, and I could see that it was a very poor home. The lady later on explained to me they were under welfare and that she had to make her money stretch for the eight children. I could see that the legs on the dining room table had been broken off, and boxes were used to keep the table propped up. The legs on the baby chair had been broken and all four of them had been sawed off so that the baby chair sat on the floor. There were boxes of corn flakes and cartons of milk on the kitchen table and the front room was very dirty. I could understand after the lady had talked to me why the appearance of the house was this way. The money that they received from the welfare was very little and just didn't go around to get what they needed. She also explained to me that she was looking for a job because the kids needed so much and had been asking for material and different things for school and she was just unable to afford it.

This home I'm going to talk about is a home of a Mexican/American family. I believe there were seven in the family, and the father worked as a contractor but was out of work. The floor in this home was a dirt floor. They didn't have any wood or any foundation on it--it was just dirt. They hardly had any furniture. There was one couch and you could see the springs coming out of it. She had about three smaller babies at home. They were all in their panties and diapers and the home was very cold. I told her if she could turn some of the pilots on the stove on, those children could get warm, but she answered that their utility bill was so high that they just couldn't afford to leave the pilots on.

This home I'm going to talk about is a home of a black family of six. When I arrived at the home, the door that I tried to knock on was made out of cardboard. The mother asked me in and invited me to sit down. She had one couch and one chair in the front room. There were two little babies in the home. I could see that the wringer washing machine was in one corner of the front room and she had piles of dirty clothes that she was washing. The washer had a leak or something because there was water all over the floor; I recommended that she didn't let the babies come around the electric cord because of the water being there. In the kitchen I could see commodity food. I could see the commodity boxes of milk, cereal, oatmeal, and corn meal. She asked me if I wanted some coffee and I just couldn't turn her down, so she boiled water in a little pot and sprinkled coffee on the water and let it boil and brought me the coffee and I managed to drink it down. We had the coffee on the kitchen table and there didn't seem to be any other food but the commodity or welfare food around. I asked her how she was fixing her corn meal and she showed me the corn bread sticks she was making. I went ahead and told her the different ways she could use her bulgur and her milk the way we had learned when we had visited the commodity center. She took out a broom that was broken in half and she had to squat down to sweep her kitchen floor just while we were there. The reason I had made the call was because the daughter had not brought the material to school, and the mother explained to me that she just couldn't afford it. The money she received from welfare was not enough to feed the family and to clothe them. She told me she was ready to move out of that house because there were a lot of rats in the house and they had found one in one of the babies' cribs.

This home I'm going to talk about is a home of a Mexican/American family. We have been having an abundance of problems with the twin daughters at the school. As you approach the home, it's a poor looking house but as you go in you can see the cleanliness--it was just kept immaculate. Everything matched--the curtains, the rug, and a cover on the couch that matched the curtains. I guess she must have made the curtains and the cover to the couch at the same time. She explained to me that they were on welfare and they could not afford to buy material for both of the girls. She could probably get material for one of the girls but not both of them. She was telling me about all of the problems that she had with these girls, that they just couldn't discipline them anymore, and that she had left them in the hands of probation officers. She was making tortillas when I got there and she had beaten some powdered eggs with milk and flour and she had made a type of burrito. She started to cry because they hadn't had meat for a long time and she was using some of the chopped ham to make sandwiches for the kids' lunches. Her kitchen was very clean. We sat down for a long time and she just poured all her problems out to me. I was very impressed by the fact that such a poor home with so little money coming in was kept up so very well.

The home I'm going to talk about is a home of a Mexican/American family. I believe there are about seven in the family. The home looked like an average home but when I got in there, the mother was still in her housecoat--this was something like about two in the afternoon. There were newspapers and toys all over the floor and a bowl of cereal on the floor on a very pretty rug. You could tell this was an average home; it wasn't a poor home. There were four teenage daughters in this home and it was cluttered up pretty bad; there was dust all over the end tables, and there were about four to five cups of coffee on the coffee table with a little dish of toast. The reason I made the home call was because we had been having trouble with the two girls and the mother didn't seem too concerned. I guess this is why the girls behaved the way they did. She asked me to have a cup of coffee with her, but I told her I had just had a cup. I thanked her very much for it. They had a very nice couch but the little babies were sitting on the couch and their little panties were wet. For that type of home, had the girls and the mother put a little more effort into it, I think that house could have been looking a little bit nicer.

SUMMARY AND CONCLUSIONS

The purpose of this study was to develop and refine a model to utilize paraprofessionals in conducting a needs assessment of disadvantaged youth to aid in the modification of consumer and homemaking education curricula, and attempted to answer the questions:

1. What is the effect of the paraprofessional on curricular offerings?
2. What is the effect of the paraprofessional on teacher attitude and behavior?

3. What is the effect of the paraprofessional on students?

The population consisted of 23 teachers of consumer and homemaking education departments in nine high schools and the nine community aides who acted as home-liaison agents.

An analysis of the curriculum guides from the nine schools involved in this project resulted in the development of a questionnaire used as a pre-assessment and post-assessment device. An apparent congruence between the teachers' pre-assessment and the curriculum guides which they had written was examined.

A variety of types of inputs, all designed to give information regarding disadvantaged homes, were relayed to the teachers during the year.

Performance objectives written by teachers, a goal statement questionnaire completed by teachers, and areas teachers requested for inservice were analyzed. Content areas identified by aides as having high or low priorities for students were compared to these three measures.

This research came closest to answering the first of the three questions central to this project, "What is the effect of the paraprofessional on curricular offerings?" Three times as many performance objectives were written in areas identified by aides as high priority as were written for aide identified low priority areas. On the goal statement questionnaires, there were more areas identified as "new content" from the high priority list than from the low priority list, and more "deleted content" areas came from the low priority than the high priority list. There were 9% of inservice requests which were concerned with low priority areas, and 55% of requests for high priority areas. These three devices appear to show that paraprofessionals can be change agents in curricular modification.

The question, "What is the effect of the paraprofessional on teacher attitude and behavior" has been only partially answered. The comparison

of pre and post assessment appeared to reveal more change of attitude on the part of the paraprofessional than the professional. If one assumes that the curriculum measurements were also indicative of teacher "attitudes," such attitudes appear to have changed. If a teacher's "behavior" is defined as being that which she does in the classroom and her "attitude" may be defined as that which she says she is going to do, this study has worked only with "attitudes." Whether or not teachers' "behaviors" have been modified can only be determined in the coming years as new curriculum guides are written, and as observable classroom changes take place.

The researcher is unable to answer the question, "What is the effect of the paraprofessional on students?"

Although they cannot be considered objective evaluations, the researcher had a series of experiences during the year which contributed to her subjective feelings that teachers did listen to aides and that changes will occur as a result of the inputs to the teacher.

Two teachers, each of whom dealt primarily with the area of Housing and Home Furnishings, independently asked for a conference with the researcher because, each stated, "Everything I teach all day long is what the aides say is not important."

Another teacher expressed her disturbance at the low priority given "mobile homes." Her ambivolent feelings disturbed her--she saw the "mobile home" as a housing alternative not considered by the economically disadvantaged, yet, she said, "We really should pay attention to what the aides say is important."

On one occasion, when a departmental library of overhead transparencies was being organized, an overheard comment was, "Look at all those beautiful transparencies on furniture styles. What are we going to do with them now?"

An additional teacher, who places great emphasis on a "foreign foods"

unit, voiced her consternation at the low priority aides assigned "foreign foods."

One school has ordered a class set of textbooks dealing with household repairs for next year, and at least four schools are instituting extensive units on "Orientation to the World of Work."

The investigator is the chairman of a department of consumer and homemaking education at one of the nine project schools. She has been approached by five of the eight department chairmen at other project schools, and her advice (on a peer to peer basis) regarding curriculum change has been sought.

The limitations of this study must be considered in assessing the results.

The amount of time spent in an area is an indication of priority which has been ignored in this study--and therefore is one of its major defects. Although the researcher was cognizant of this problem, she was unable to find a practical, workable solution to time-allocation assessment.

How honest were teachers in completing the questionnaires? How reliable are any paper and pencil devices? Is the researcher justified in her feeling that consumer and homemaking education teachers are generally cooperative women, eager to please, who give the answers they think someone wants?

The student attitude component of the project was so weak as to be almost non-existent. Yet here is a variable which should be explored.

It would have been helpful had the aides been given training in observation techniques prior to the commencement of this project.

This project would have been considerably strengthened had there been an opportunity to administer at least the post-assessment and the goal questionnaire and to ask for inservice requests from the Modesto and Fresno teachers who had not worked with aides.

Several future problems to be resolved have appeared.

Cooperation between the teachers, the aides and the researcher was voluntary. At no time were activities mandated, and at no time was the true nature of the project explained to the populations. Most consumer and homemaking personnel really wondered what the researcher was doing. The researcher, who for over a decade had been a peer of many of the teachers, was not comfortable with this situation. The role of the researcher in working in like situations needs to be resolved.

Should the teachers have been told that the paraprofessional can and should generate content?--traditionally a prerogative of the professional.

The need for preparing the professional to work with the paraprofessional became apparent. In several schools the aide was not made to feel like an important member of staff, and morale was a problem. It would appear that paraprofessionals are a permanent part of public school education. The researcher would like to suggest that inservice for the professional is equally important as inservice for aides.

The difficulty of some aides in coping with the language of education became apparent. The original handbook contained many terms and idioms which, although a normal part of the vocabulary of the teacher, needed to be defined for the aide.

It appears to the researcher that the paraprofessional works most productively in a structured situation--not a structure which has been imposed upon her, but a structure which she has helped develop. As she helps develop this structure, her strengths, which may not be apparent to the professional, are added to the structure.

One of the very real satisfactions the researcher has felt in the implementation of this project has been her contacts with the aides. She has come to see that the inability to spell, to solve problems of tense, to make verbs and subjects agree, is not nearly as important as the ability

to relate to people, to be able to be objective and yet compassionate at the same time, to strip away the non-essentials of interpersonal relationships and to give unselfishly of one's self without having to protect one's own ego. This enriching experience has also been frustrating, for how can one translate this sincere admiration and developing feeling that the paraprofessional can add to the educational mileau to other professional staff members when the others will not have the opportunity for personal involvement that was the privilege of the investigator.

To the researcher the personal problems of the aides appeared insurmountable. Serious physical problems, psychological problems, traumatic family problems, unwanted pregnancies, divorces, car breakdowns were common in the lives of these women, the majority of whom were themselves from disadvantaged backgrounds. The researcher came to understand that these problems were only a reflection of those problems faced by the students in her classroom. As a result of this year long effort, and in spite of the fact that the project, while encouraging, revealed no universal truths, when the researcher returns to her classroom she will never again be quite the same person, nor will she again view students in quite the same light.

The data collected by this study suggested that the paraprofessional may have impact on both teachers' attitudes and curriculum.

APPENDIX A

HANDBOOK
FOR
HOME ECONOMICS
COMMUNITY AIDES

Working Papers
Kern High School District
June 1972

Workshop participants who helped in the development of the original handbook were:

DEPARTMENT CHAIRMEN:

Blanche Collins	Arvin High School
Lois Whisler	Bakersfield High School
Ethel Teves	East High School
Nancy Phillips	Foothill High School
Rosella Kerchberger	North High School
Anne Nosworthy	South High School
Helen Jones	South High School

COMMUNITY AIDES:

Rose Deleon	Arvin High School
Lucy Alvarez	Bakersfield High School
Georgia Powell	East High School
Gladys Neal	Foothill High School
Olga Jacobs	North High School
Lucille Dillard	South High School

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PREFACE

This handbook is a guide for the community aide in the department of Consumer and Homemaking Education.

The community aide, as the title implies, is to serve as a link between the school and the home, and not as a classroom aide. Although there may be times when the aide could give valuable assistance to departments the major share of her duties must be outside the classroom.

I. GOALS OF THE PROGRAM

While the general goal of this program is to reach all students, the major emphasis is to serve the disadvantaged. According to the California State Plan for Vocational Education, p. 90, disadvantaged persons are "persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs, related services, or both in order for them to benefit from a vocational education or consumer and homemaking education program. The term includes persons whos needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but it does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph."

The following are specific objectives:

A. To interpret the consumer and home economics program to the home.

B. To interpret community and student needs as perceived by parents to the department of consumer and home economics.

C. To interpret community and student needs as seen by the community aide particularly in these areas where teachers could use this information in planning programs.

D. To explain home situations which might be affecting the student's school achievement to the teacher.

E. To encourage parental support of education.

F. To help students with problems they might be having in consumer and home economics classes.

G. To establish a working relationship with the home through positive home contacts.

H. To show the family and student that the school and teacher are truly interested in the student's welfare.

I. To provide a listener for parents who need to talk.

J. To refer school problems which lie outside the department of consumer and home economics to the proper school authorities.

K. To refer the family to appropriate community agencies for problems outside the authority of the school when necessary and possible.

II. QUALIFICATIONS OF COMMUNITY AIDES

Note: The consumer and home economics chairman should participate in the interview of job applicants.

A. The following qualifications are suggested for all community aides in the Kern High School District. She must:

1. Have her own transportation.
2. Feel secure about going into homes.
3. Be able to communicate with people.
4. Understand the problems of low-income families.
5. Be able to relate to all ethnic groups.
6. Be concerned and interested in youth.
7. Be able to communicate with teachers.
8. Keep confidences.
9. Be objective in working with problems.

B. The following qualifications should be left to the discretion of individual schools:

1. Attainment of a certain level of education.
2. Possession of bilingual ability.
3. Membership in a particular ethnic group.
4. Residence in a low income area.
5. Demonstration of minimal office skills.
6. Experience in community organizations.

III. JOB TRAINING

Pre-service experiences would be of value to the community aide in the performance of her job. Such experiences should be included in a job-training plan which would last no longer than two weeks.

A. Read copies of all school publications which will give a general picture of the total school. Of particular importance would be the consumer and home economics curriculum.

B. Be familiar with extra-curricular activities.

C. Study community aide program files in the consumer and home economics department.

D. Be familiar with the prices of school lunches and other school costs.

E. Observe home economics classes.

F. Tour and be familiar with the entire school plant.

G. Know counseling procedures.

H. Arrange to visit Vista High School and other opportunity schools and Juvenile Hall.

I. Meet as many administrators and counselors as possible.

J. Be familiar with the "Resource Directory of Community and Governmental Services" published by the Kern County Welfare Department.

K. Be familiar with observation techniques.

L. Be familiar with use of tape recorders.

M. A street map of the community is useful.

IV. PROCEDURES

A. The aide should be introduced to all home economics classes and the purposes of her services explained to students.

B. The aide should develop her own card file. A sample of the card will be found in Appendix A. The aide or teacher should have each student in the department fill out this card.

C. The aide will make home visits which may result from the following procedures:

1. Teachers may make the request for a home visit. Such requests should be made through completion of the form found in Appendix B.

2. Aides may decide to make a home visit. In that event, she should put the student's name on the home visit request form and give it to the teacher to complete.

a. She may observe a student in the halls or classrooms.

b. She may consult the honor roll list.

c. She may consult the teachers' roll sheets for students with good grades in home economics.

d. She may consult her card files to make sure she has not missed students in the low-income area.

e. She may check the attendance area map to make sure she has covered the necessary geographic area.

f. She may decide to make a follow-up visit using the form found in Appendix C.

g. In the spring she might visit the homes of pre-freshmen enrolled in home economics for the following year.

h. In the fall she might visit freshmen homes for orientation.

D. The following procedures are recommended for home visits:

1. A new aide should begin with a complementary home visit.

2. Preparation

a. Aide will have a completed form "B" from the teacher.

b. Discuss the case with the teacher where necessary.

c. Review the card file in the home economics department for address, phone number, and basic information.

d. Consult with the student's counselor, particularly if it is a behavior problem which might have occurred in other classes.

e. Check the student's cumulative records in the office.

f. View the student in the classroom situation.

3. Establishing rapport with the family

a. The length of time spent on a home visit will vary. Some aides have found it necessary to spend as much as 1½-2 hours on one visit.

b. Whether or not the aide wishes to make a phone call ahead of time will differ from school to school.

c. She should introduce herself as being from the school. She may wear a name tag. She might say, "I am Mrs. Jones, the community aide from the department of consumer and home economics at XYZ High School. I would like to talk with you about Mary's progress in home economics."

d. Try to make the visit informal. A way of doing this is to discuss something else besides the purpose of the visit; for example, make some remark about pictures of the family that you might see.

e. Accept their hospitality; this may mean sitting on a chair with a broken spring. Whether or not the aide feels it necessary to accept refreshments should be left to her discretion.

f. Speak with a warm, friendly voice. Try to put the family at ease. Families may not be accustomed to having school personnel visit their homes and they may feel nervous and embarrassed.

g. Do not write during the interview, as this makes people very self-conscious and gives the impression you are not listening to them.

h. If they want to talk about their problems, the aide should be a good listener.

i. Be sure you include a complimentary remark about the student.

4. Identifying the problem

a. An introductory question about the home economics program in general might be useful. For example:

"Did Susie tell you she would need material?"

"Did Susie tell you what she is going to be studying this semester in home economics?"

b. At this time, if the aide has pamphlets about the department, curriculum, or assignment sheets, these could be given to the parent.

c. If this is a problem visit, now is the time to introduce the problem. At this time be sure you have included a complimentary remark about the student.

d. Show interest (one way of doing this is to maintain eye contact with the parent) but try to avoid surprise and disapproval.

e. Repeat what the other person has said using different words, as this helps clear up misunderstandings about what the parent is saying. Parents might be very vague at first.

f. Follow up all clues to underlying problems. For example:

Parent: Well, Johnny has trouble getting up in the morning.

Aide: What time does Johnny get to bed at night?

Parent: Well, it is usually pretty late before he gets to bed. After all, he doesn't get home from work until ten.

g. Don't jump to conclusions.

h. Be sure you allow the parent to tell her complete story; avoid putting words in the parent's mouth.

i. Avoid questions which can be answered by "yes" or "no." Rather, try to introduce questions with "why," "how," or "what."

j. To be sure the parent understands what the problem is, summarize what has been covered.

k. Do not make promises for the school; indicate that you will check on specific problem areas.

5. Planning a course of action

a. Let the parent know that the school is very interested in the student, and ask for the parent's cooperation.

b. Discuss how the problem might be solved.

(1) Let the parent suggest the solution first.

(2) The aide may suggest different ways of solving the problem but should not commit herself or the school to a final course of action. For example, DO NOT say, "I'll see that the school will buy her material."

(3) Pushing the school's solution upon the parent will not work unless the parent also sees this as being a workable solution.

(4) It is the responsibility of the parent to make the final decision as to how the problem will be solved.

6. Express appreciation for their time when you leave.

7. Problems which might arise during a visit:

a. There will be some questions which you cannot answer. Tell the parent you will either find out the answer or give them the name and phone number of the person they could contact. Then phone back to the home to see if their questions have been answered. If you have a business card with your school phone, leave this with the parent.

b. Sometimes you might run into a negative visit.

(1) Don't argue or force your opinions on the parent as this only makes the situation worse.

(2) Continue to be polite.

c. If there are problems in contacting families, consider making evening calls.

d. If it is impossible to complete a home visit, use the form found in Appendix D.

e. Be careful of dogs! A large purse helps!

E. Reports

1. Teacher-aide conference

a. A teacher-aide conference should be held following a home visit.

b. The aide must use her own judgment about information given to teachers. She must remember that some information she has gained from her home visit is confidential. On the other hand, with her knowledge of the home situation, she has much information that will help the teacher work with the student and plan a program appropriate for the needs of that student.

2. The use of cassette tapes is recommended. If the aide will immediately tape the results of the visit and give the tape to the teacher, the teacher should find the tape beneficial.

3. Home visit reports.

a. Upon returning to school the home visit report form, Appendix E, will be filled out. The number of copies will depend on

the individual school. Many schools want three copies: one to be given to the counselor, one to be sent to the student's home economics teacher, and one to be kept in a departmental file.

b. These reports should be kept in a place where they are confidential.

c. In order for these reports to be of benefit, they should be given to the counselor within a week from the time of the home visit.

4. Progress reports

a. Within two weeks of a home visit where a problem exists, the progress report should be given to the teacher.

b. The aide can decide if a second visit is needed.

5. District monthly reports, Appendix F

a. Completed in duplicate.

(1) One copy kept in departmental files.

(2) One copy sent to the district office, Specially Funded Projects.

b. Reports must be signed and dated.

6. Semester evaluation

a. The aide and department chairman in each high school will each write a one to two-page narrative evaluation.

b. This should include:

(1) The highlights of the semester, including both successes and failures, listing specific problems which have been encountered.

(2) Ways in which the program could be improved.

7. The aide is responsible for the following additional reports:

a. Absentees

(1) If the aide is going to be absent, she should notify the person on her campus responsible for absences. In most cases this would be the principal's secretary.

(2) She should fill out her own absence slip upon returning.

b. Her own time card.

c. Mileage.

d. Any others which might be assigned.

APPENDIX A

DATE _____

Student's name _____, _____
(last) (first)

Street address _____ Ranch _____ Area _____

Telephone number _____

Living with _____
(first and last names)

Relationship to student _____

_____ number of brothers _____ number of sisters

Student's year in school (circle) 9 10 11 12

Home ec. teacher _____

Name of class _____

Period _____ Counselor _____

Place of mother's employment (or guardian) _____ Time she works: _____

Place of father's employment _____ Time he works: _____

List any brothers or sisters taking a home economics course this year:

1. _____
2. _____
3. _____
4. _____
5. _____

List any other relatives living in your home:

_____

APPENDIX B

HOME VISIT REQUEST

Date:_____ Teacher:_____

Counselor:_____

Student's address_____

_____received a grade of _____

in_____

as she has failed to:

_____Complete clothing projects

_____Complete other projects

_____Pass tests

_____Take advantage of extra help

_____Work during the class period

_____Pay attention in class

_____Turn in all assignments

_____Have proper equipment

_____Have good attitude

_____Have interest in class

_____Have personal cleanliness

_____Have good attendance

commended for her:

_____Behavior

_____Being on time

_____Courteousness

_____Neatness

_____Helpfulness

_____Contribution to class

_____Cooperation

_____Good test score

_____Completion of assignments

_____Good work

_____Good attitude

_____Special project

_____Nice smile

_____Good attendance

_____School orientation

Complete number of absences in the semester:

_____excused; warranted _____unexcused; cut

COMMENTS:

APPENDIX C

PROGRESS REPORT

Date _____ Name of Student _____

Teacher and class _____

Date of home visit _____ Reason for home visit _____

_____

Please check student's progress since initial home visit.

	NO IMPROVEMENT	LITTLE IMPROVEMENT	SOME IMPROVEMENT	GREAT IMPROVEMENT
Attendance				
Tardies				
Test grades				
Working cooperatively with others				
Paying attention				
Completing class assignments				
Classroom behavior				
Utilizing Tutorial				
Material-Equipment				
Interested in class				
Works during class				
Courteous and cooperative				

COMMENTS:

APPENDIX D

INCOMPLETED HOME VISITS

Student's name _____

Date _____ Area _____

Address _____ Old address _____

Home visits were not completed on this student because:

_____Married

_____Dropped from homemaking class

_____No longer lives in the school area

_____Moved out of town

_____Other

COMMENTS:

APPENDIX E

HOME VISIT REPORT

Student's Name_____ Parent's Name_____

Address_____ Phone Number_____

Date_____ Year in School_____

Time Spent_____ Counselor_____

Teacher_____

Student lives with: Father_____ Stepfather_____ Mother_____ Stepmother_____

Other_____

Number of children in family_____
Student is: Oldest_____ Middle_____ Youngest_____
Economic status: Very poor_____ Poor_____ Average_____ Above average_____
Ethnic group_____

1. Topics discussed: (for example, reason for visit, family situation, school program)

2. Characteristics of the home: (facilities for daily living--please record specific illustrations which would be of value in planning for the student rather than your judgments.)

3. Did the parents indicate anything in particular that they would like their son/daughter to learn in consumer and home economics? If so, what?

4. What do you think a student from this home needs to study in consumer and home economics?

5. Other comments concerning the visit.

On the basis of your home visit, how important would it be for a student in this home to study about the following units;

	ESSENTIAL	IMPORTANT	WORTHWHILE	LEAST IMPORTANT
CLOTHING				
1. grooming and appearance				
2. clothing selection				
3. clothing care				
4. clothing buying				
5. clothing construction				
6. textile fibers and finishes				
7. laundry techniques				
8. history of fashion				
9. planning a coordinated wardrobe				
FOODS				
10. nutrition				
11. meal planning				
12. food buying				
13. food preservation				
14. food preparation				
15. outdoor cookery				
16. entertaining				
17. use of kitchen equipment				
18. foreign foods				
19. meal etiquette				
20. use of left-overs				

FOODS - CONT.	ESSENTIAL	IMPORTANT	WORTHWHILE	LEAST IMPORTANT
21. low-cost meals				
22. quick meals				
23. kitchen safety and cleanliness				
24. diet meals				
25. food storage				
26. time and energy in the kitchen				
HOUSING AND HOME FURNISHINGS				
27. history of furniture				
28. furniture styles				
29. art principles				
30. how to buy furniture				
31. how to buy large appliances				
32. refinishing and repairing furniture				
33. architectural styles				
34. drawing floor plans to scale				
35. fixing up my bedroom				
36. costs of renting				
37. costs of buying				
38. low-cost furnishings				
39. reading and evaluating floor plans				
40. reading and evaluating kitchen floor plans				
41. household maintenance and repairs				
42. furniture arrangement				
43. accessories in decorating				

	ESSENTIAL	IMPORTANT	WORTHWHILE	LEAST IMPORTANT
HOUSING AND HOME FURNISHINGS - CONT.				
44. cleaning house				
45. selecting china, glassware, dishes and linens				
46. housing and the family life cycle				
47. how family values and needs affect housing				
48. mobile homes				
49. flower arranging				
50. house construction				
MONEY MANAGEMENT				
51. effects of ads				
52. budgeting income				
53. buying on credit				
54. insurance types				
55. banks and their services				
56. automotive costs and purchasing				
57. methods of saving				
58. sources of consumer information and help				
MISCELLANEOUS				
59. career information				
60. how to apply for a job				
61. home nursing				
62. leisure time activities				
63. handicrafts				
64. planning a wedding				
65. gift wrapping				

APPENDIX F

DISTRICT COMMUNITY AIDE REPORT

Home visit report for _____ (Month) _____ (School)

GRADE LEVEL	9th	10th	11th	12th	TOTAL
NEGRO					
MEXICAN AMERICAN — BILINGUAL					
MEXICAN AMERICAN — SPANISH ONLY					
CAUCASIAN OTHER					
TOTAL					
COMMENDATION ONLY					
PERSONAL					
ATTENDANCE					
DISCIPLINE					
POOR ATTITUDE					
GRADE COULD BE IMPROVED					
NO MATERIAL OR EQUIPMENT					
SCHOOL ORIENTATION					
VERY POOR INCOME					
LOW INCOME					
AVERAGE INCOME					
ABOVE AVERAGE INCOME					
PHONE CALLS MADE					

Signature - Community Aide _____

APPENDIX B

KERN HIGH SCHOOL DISTRICT

JOHN W. ECKHARDT, DISTRICT SUPERINTENDENT

ARVIN HIGH SCHOOL
BAKERSFIELD HIGH SCHOOL
BAKERSFIELD ADULT SCHOOL
BURROUGHS HIGH SCHOOL
EAST BAKERSFIELD HIGH SCHOOL
FOOTHILL HIGH SCHOOL
HIGHLAND HIGH SCHOOL
KERN VALLEY HIGH SCHOOL
MCFARLAND HIGH SCHOOL
NORTH HIGH SCHOOL
SHAFTER HIGH SCHOOL
SOUTH HIGH SCHOOL
VISTA HIGH SCHOOL
WEST HIGH SCHOOL

November 18, 1971

GRANT W. JENSEN
ASS'T SUPERINTENDENT, INSTRUCTION
2000 TWENTY-FOURTH STREET
BAKERSFIELD, CALIFORNIA
93301

TO:

FROM: Lois Whisler

This year the Home Economics Community Aides have been provided an opportunity to discuss together home visitation problems. Their first meeting revealed that some parents hesitated in allowing a stranger to enter their houses; an official name tag resulted. During the second meeting the need for a simple method for parents to contact the Aides at school became apparent. Several schools have provided their Aides with "calling cards" to facilitate this process.

An informal, "where-are-we-now" session was planned for November. However, agenda plans were discarded when the Community Aides began discussing some of the most interesting visits they had made.

Although we have all discussed with our Community Aides their home visits, when one has the opportunity to listen to these nine women who, since September, represented us in almost 300 homes in this district, their experiences reveal that many of our students do not see "home" as being a warm, secure refuge. Instead, home may be a place where commodity foods are the only nourishment provided, where a bed may be shared with three others, where furniture may consist of a sagging sofa and apple boxes, where there are no funds for lunch money, where one does not get to school on time because there is absolutely no heat in the house--and it is warmer in bed. For too many students in our classes, home is characterized by mismanaged money, traumatic family relationships, and sparse physical surroundings.

During the discussion of their most interesting visits, some significant attitudes toward home economics were revealed. The Aides are surprised at our "image." As one Aide said, "Most parents who are opposed to homemaking classes for their children think of home economics as it was fifteen years ago. They don't know how much the program includes besides cooking and sewing." The Aides are proud to represent us in the homes of our students. Although they see "cooking and sewing" as skills which many homemakers need, they approve of the broader aspects of home economics, and they are especially pleased with the many district programs which emphasize consumer attitudes, skills and knowledge.

Regardless of the socio-economic level of the home, visits show that money management, consumer skills, family relationships and intra-family communication are widespread problems.

During October, the nine Community Aides made 135 problemless visits to disadvantaged homes. The following is a summary of the questionnaires completed after each home visit.

The subject matter areas which were seen as the most essential were:

1. How to apply for a job
2. Budgeting income
3. Career information
4. Buying on credit
5. Food buying
6. Low-cost meals
7. Effects of ads
8. Nutrition
9. Meal planning
10. Household maintenance and repairs
11. Home nursing
12. Use of left-overs
13. Low-cost furnishings
14. Kitchen safety and cleanliness
15. Costs of renting
16. Costs of buying

The subject matter areas which were seen as the least essential:

51. Handicrafts
52. House construction
53. Planning a Wedding
54. Mobile homes
55. History of fashion
56. Selecting china, glassware, dishes and linens
57. Reading and evaluating kitchen floor plans
58. Reading and evaluating floor plans
59. Foreign foods
60. Gift wrapping
61. Flower arranging
62. Art principles of decorating
63. History of furniture
64. Architectural styles
65. Drawing floor plans to scale

KERN HIGH SCHOOL DISTRICT

JOHN W. ECKHARDT, DISTRICT SUPERINTENDENT

ARVIN HIGH SCHOOL
BAKERSFIELD HIGH SCHOOL
BAKERSFIELD ADULT SCHOOL
BURROUGHS HIGH SCHOOL
EAST BAKERSFIELD HIGH SCHOOL
FOOTHILL HIGH SCHOOL
HIGHLAND HIGH SCHOOL
KERN VALLEY HIGH SCHOOL
MCFARLAND HIGH SCHOOL
NORTH HIGH SCHOOL
SHAFTER HIGH SCHOOL
SOUTH HIGH SCHOOL
VISTA HIGH SCHOOL
WEST HIGH SCHOOL

GRANT W. JENSEN
ASS'T SUPERINTENDENT, INSTRUCTION
2000 TWENTY-FOURTH STREET
BAKERSFIELD, CALIFORNIA
93301

January 17, 1972

TO:

FROM: Lois Whisler

This year it has been my privilege to meet monthly with the nine community aides. I wish you could share this experience, for in discussing the needs of disadvantaged youth, I feel I have gained much insight into the life styles of our students.

Several themes appear in these discussions:

- - many of our students come from situations where no one, let alone an adolescent, could cope with the problems.

- - students move around. They are in and out of different homes.

- - serious health problems are found.

- - poor housing results in heating being a major problem. Attempting to warm the house with the cook stove is not too easy when there is cardboard over broken windows.

- - there is a need for a feeling of pride and self worth among high school students.

- - many many homes visited lack organization and basic cleanliness. This is true of ALL income levels visited.

The following is a summary of the questionnaires completed after home visits in November. The numbers indicate actual rankings.

The subject matter areas which were seen as the most important were:

1. how to apply for a job
2. career information
3. budgeting income
4. sources of consumer information
5. household maintenance and repairs
6. effects of ads
7. methods of savings
8. low-cost meals

9. food buying
10. buying on credit
11. low-cost furnishings
12. kitchen safety and cleanliness
13. meal planning
14. costs of renting
15. costs of buying

The subject matter areas which were seen as the least important were:

51. handicrafts
52. house construction
53. foreign foods
54. mobile homes
55. outdoor cookery
56. gift wrapping
57. flower arranging
58. art principles of decorating
59. history of furniture
60. selecting china, glassware, etc.
61. history of fashion
62. architectural styles
63. reading and evaluating floor plans
64. drawing floor plans to scale
65. reading and evaluating kitchen floor plans

LW/ma

KERN HIGH SCHOOL DISTRICT

JOHN W. ECKHARDT, DISTRICT SUPERINTENDENT

ARVIN HIGH SCHOOL
BAKERSFIELD HIGH SCHOOL
BAKERSFIELD ADULT SCHOOL
BURROUGHS HIGH SCHOOL
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MCFARLAND HIGH SCHOOL
NORTH HIGH SCHOOL
SHAFTER HIGH SCHOOL
SOUTH HIGH SCHOOL
VISTA HIGH SCHOOL
WEST HIGH SCHOOL

GRANT W. JENSEN
ASS'T SUPERINTENDENT, INSTRUCTION
2000 TWENTY-FOURTH STREET
BAKERSFIELD, CALIFORNIA
93301

January 31, 1972

TO:

FROM: Lois Whisler

At the January meeting, the Community Aides were asked to respond to several questions.

The first question was, "What are the main problems of the homes you visit?" In the resulting discussion it soon became obvious that the hopeless, "why-try" feeling created by poverty is one of the main difficulties encountered. Many Community Aides feel that students receive little direction or encouragement regarding education from their parents. The lack of communication within families creates many problems. There may be such little discussion regarding school that parents do not even understand such items as abbreviations on report cards.

Community Aides see that lack of agreement on child-rearing practices creates conflict in homes. They also feel that money management---indeed, home management in general, is a problem. As one aide stated, "Disorganized, dirty houses can not be very pleasant homes."

Aides were also asked for the main reasons for problem visits. They saw attendance, discipline because of lack of interest, and the need for fabric for clothing classes as the three most occurring reasons. An interesting observation, made by a number of Aides, is that clothing classes create more motivation problems than do foods classes. They wondered if this was because of the inability of the student to set long-term goals. In Foods---you cook and then you eat. In Clothing---the time between beginning and completion may be a number of weeks.

Our Community Aides feel that programs such as we offer in consumer and homemaking education will help break the cycle of the self-defeating homes they visit. They feel that particularly our emphasis on the decision-making process in family relationships, child development courses, consumer education, and money management will help future families.

The following is a summary of the questionnaires completed after home visits in November. The numbers indicate actual rankings.

The subject matter areas which were seen as the most important were:

Tied for first
1. Sources of consumer information and help
2. Career information
3. How to apply for a job
4. Methods of savings

5. Budgeting income
6. Meal planning
7. Food buying
8. Buying on credit
9. Costs of buying
10. Nutrition
11. Home nursing
12. Food storage
13. Use of left-overs
14. Costs of renting
15. Automotive costs and purchasing

The subject-matter areas which were seen as the least important were:

65. Architectural styles
64. Reading and evaluating floor plans
63. Drawing floor plans to scale
62. Reading and evaluating kitchen floor plans
61. History of fashion
60. Selecting china, glassware, etc.
59. Gift wrapping
58. History of furniture
57. Flower arranging
56. Art principles of decorating
55. House construction
54. Handicrafts
53. Mobile homes
52. Planning a wedding
51. Foreign foods

LW/ma

FINAL QUESTIONNAIRE TALLY GIVEN TEACHERS

TEN HIGHEST RANKED ITEMS

402 Visits

		WEIGHTED SCORE
1.	How to Apply for a Job	1569
2.	Career Information	1563
3.	Budgeting Income	1548
4.	Sources of Consumer Information and Help	1528
5.	Food Buying	1486
6.	Effects of Ads	1480
7.	Buying on Credit	1477
8.	Meal Planning	1473
9.	Household Maintenance and Repairs	1472
10.	Low-Cost Furnishings	1466

Disadvantaged Homes
No Problems
Nine High Schools

FINAL QUESTIONNAIRE TALLY GIVEN TEACHERS

TEN LOWEST RANKED ITEMS

402 Visits

56.	Mobile Homes	797
57.	Gift Wrapping	776
58.	History of Fashion	743
59.	Art Principles	740
60.	Selecting China, Glassware, Dishes and Linens	726
61.	History of Furniture	703
62.	Reading and Evaluating Kitchen Floor Plans	666
63.	Architectural Styles	655
64.	Reading and Evaluating Floor Plans	628
65.	Drawing Floor Plans to Scale	602

Disadvantaged Homes
No Problems
Nine High Schools

APPENDIX C

KERN HIGH SCHOOL DISTRICT

JOHN W. ECKHARDT, DISTRICT SUPERINTENDENT

ARVIN HIGH SCHOOL
BAKERSFIELD HIGH SCHOOL
BAKERSFIELD ADULT SCHOOL
BURROUGHS HIGH SCHOOL
EAST BAKERSFIELD HIGH SCHOOL
FOOTHILL HIGH SCHOOL
HIGHLAND HIGH SCHOOL
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MCFARLAND HIGH SCHOOL
NORTH HIGH SCHOOL
SHAFTER HIGH SCHOOL
SOUTH HIGH SCHOOL
VISTA HIGH SCHOOL
WEST HIGH SCHOOL

GRANT W. JENSEN
ASS'T SUPERINTENDENT, INSTRUCTION
2000 TWENTY-FOURTH STREET
BAKERSFIELD, CALIFORNIA
93301

January 31, 1972

TO:

FROM: Cecil Briscoe

Now that both the Christmas and end-of-semester pressures have eased, we want to begin on your performance objective project.

Your cooperation will be voluntary. However, it will be very disappointing if most consumer and homemaking education teachers do not help, for this project will be of benefit to all teachers.

We are asking you to write as many performance objectives for the courses you teach as it is possible to complete in one working day. If you have only one preparation, you should be able to write all of the objectives necessary for that course. If you have more than one preparation, you will not, of course, be able to be as thorough. You will be paid for five hours of work, but not to exceed an amount of $50.00. We reiterate that the work should be done individually. While this may appear to be a duplication of effort, the rationale for this stipulation is that when people work in groups, innovative ideas are lost from individuals. Your individual creativity is needed so that collectively we can do the best job for our students.

We know that some of your are concerned about writing "correct" performance objectives. While we would like the form to approach the format which is enclosed as nearly as possible, any deviations from the format will be handled in this office. IT IS MORE IMPORTANT THAT YOUR OBJECTIVES BE SENT TO US THAN IT IS THAT THEY ARE IN POLISHED FORM.

This "pool" of objectives will be organized by district personnel and then sent back to you so individual departments can pick those which are useful and practical for local school situations. As organizing this master list will require considerable time, we would like your original set of performance objectives in this office by March 1, 1972. This will enable us to return the master list to you so that your choices can be made before school ends.

We feel that by handling part of this work at the district level, the consumer and homemaking education departments will have performance objectives for all courses in a manner which is least demanding upon the classroom teacher.

Please see that your performance objectives are labeled clearly as to the course and year in which they are to be achieved.

If you feel you are unable to take part in this project, please notify us.

CDB:ma

cc:

APPENDIX D

KERN HIGH SCHOOL DISTRICT

JOHN W. ECKHARDT, DISTRICT SUPERINTENDENT

ARVIN HIGH SCHOOL
BAKERSFIELD HIGH SCHOOL
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VISTA HIGH SCHOOL
WEST HIGH SCHOOL

GRANT W. JENSEN
ASS'T SUPERINTENDENT, INSTRUCTION
2000 TWENTY-FOURTH STREET
BAKERSFIELD, CALIFORNIA
93301

May 5, 1972

TO:

FROM: Dick Weigelt

One of the standards that a district must fulfill to receive Part "F" monies from the Bureau of Home Economics Education is an inservice education plan for teachers. As a preliminary step in planning future inservice for the home economics teachers, we would like you to fill out and return the accompanying questionnaire.

Some of these goal statements will not apply to the particular courses you will teach next year. Under those circumstances, check the "No" column.

Because plans for a possible June workshop are still not final, we hope you will be able to return this before May 19th.

If you feel inservice sessions should be organized in some other method beside subject-matter areas, please comment below.

DW:ma

Name _____ School _____

Courses which I will probably teach next year are:

1.

2.

3.

4.

Statement	I plan to include this in my 1972-73 courses: Yes	No	Inservice worthwhile in this area.
1. The student should appreciate the home as the basic unit of society and should recognize the family as the setting for human development.			
2. The student should know methods of solving personal and family problems through increased insight into the needs and behavior of individuals.			
3. The student should know society's resources--community, state, and national--which help to strengthen family life.			
4. The student should learn sound information about and wholesome understanding of personal growth and development and human reproduction.			
5. The student should achieve a wholesome understanding of sexual behavior and develop a respect for a mature and responsible sexual life within marriage.			
6. The student should know the emotional, physical and mental development of children.			
7. The student should understand and cope with the problems arising as a result of a changing society.			
8. The student should appreciate the roles played by family members and should recognize the ways these roles change, develop and interact.			
9. The student should examine those factors which determine the type of wedding one should choose.			
10. The student should be prepared to use leisure time wisely.			
11. The student should know how to care for the sick in the home.			
12. The student should understand the relationship of nutrition to family health, personal appearance and efficiency.			

Statement	Yes	No	Inservice worthwhile in this area.
13. The student should increase her skill in planning individual and family meals.			
14. The student should understand basic food terms and recipe directions and apply this knowledge to food preparation.			
15. The student should understand the role of food as a symbol of hospitality and should be able to plan and execute entertainment appropriate for specific occasions.			
16. The student should know how to use and care for kitchen equipment to save time, prevent accidents, and give greater satisfaction to the worker.			
17. The student should understand factors influencing food expenditures and should know how to apply these factors to the buying of food.			
18. The student should know how to use a variety of methods of preserving foods and should understand how management principles affect food preservation decisions.			
19. The student should realize how understanding cultural heritages is enhanced through the study of foreign foods, and should increase her skill in preparing dishes and meals typical of foreign countries.			
20. The student should understand how table etiquette is a system of principles or rules which denotes courtesy toward others.			
21. The student should understand basic principles of outdoor cookery.			
22. The student should understand how to utilize left-overs to extend the food budget.			
23. The student should be able to utilize the principles of buying and food preparation in planning and preparing low-cost meals.			
24. The student will develop skill in the use of management practices so she will become increasingly efficient in the kitchen.			
25. The student should know food storage principles which save money and protect the family's health.			
26. The student will know how to plan several types of diets.			
27. The student should recognize the need for and use safety and cleanliness practices in the kitchen.			

Statement	Yes	No	Inservice worthwhile in this area.
28. The student should understand the increasing need for considering quick meals in family meal planning, and should develop skill in planning and preparing such meals.			
29. The student should be able to make wise decisions which consider price, design and usability in the selection of tablewear.			
30. The student should know the techniques of being employable.			
31. The student should develop an ability to apply for a job so that she appears to the prospective employer to be a desirable employee.			
32. The student should be familiar with wage-earning opportunities related to Consumer and Homemaking Education.			
33. The student should know job opportunities available to women.			
34. The student should prepare for gainful employment in home economics related courses.			
35. The student should know how to improve personal appearance through good grooming techniques.			
36. The student should be able to select clothing appropriate for the occasion and becoming to her.			
37. The student should know how to make wise consumer decisions when she purchases clothing.			
38. The student should understand that careful purchasing results in a unified wardrobe and should be able to make wise decisions regarding wardrobe planning.			
39. The student should be able to relate past fashion periods with their influence on today's styles.			
40. The student should understand how proper care of clothing will preserve the appearance and prolong the life of the garment.			
41. The student should know the purpose and techniques of sanitary laundry procedures.			
42. The student should have a basic understanding of contemporary fibers and finishes.			
43. The student should develop skill in clothing construction techniques.			

Statement	Yes	No	Inservice worthwhile in this area.
44. The student should be able to develop skill in a variety of techniques such as stitchery, macrame, etc. which will develop her self-image and provide a creative experience.			
45. The student should know how to attractively wrap gift packages.			
46. The student should understand basic principles of money management and how a spending plan includes establishing priorities so an individual can have more that he desires.			
47. The student will know local, state and federal resources that aid the consumer.			
48. The student will understand how individual and family choices are influenced by the advertising industry.			
49. The student should understand the necessity for each family to plan for future security through various forms of saving.			
50. The student should understand how to use the credit system wisely.			
51. The student should understand how various types of insurances meet different needs.			
52. The student should know what services are offered by banks.			
53. The student should understand the costs involved in operating and maintaining a car.			
54. The student should recognize how historical furniture periods have influenced contemporary furnishings.			
55. The student should recognize contemporary furniture styles.			
56. The student should understand how interior decorating is the organization of the art elements of design.			
57. The student will develop some criteria for knowing how to spend her furniture dollar wisely.			
58. The student will understand factors to consider when selecting large appliances.			
59. The student should know how to renovate and repair household furnishings.			
60. The student should have an understanding of types of architecture and their relationship to both function and beauty.			

Statement	Yes	No	Inservice worthwhile in this area.
61. The student should know the basic principles involved in drawing floor plans to scale.			
62. The student should have the ability to make her room attractive and comfortable.			
63. The student should know advantages and disadvantages of renting a house in order to be able to make rational future decisions.			
64. The student should know legal and financial aspects of home ownership, and should understand the costs involved in home ownership.			
65. The student should recognize resources other than money can be used to furnish a home inexpensively.			
66. The student should know how to interpret house plans so they can be evaluated on the basis of both function and form.			
67. The student should know principles of kitchen planning in order to evaluate a kitchen she might buy.			
68. The student should have a knowledge of simple household maintenance and repair techniques.			
69. The student should understand principles of furniture arrangement in harmoney with the structure of the room and traffic patterns.			
70. The student should understand how to choose accessories in decorating which express individual personality and enhance the room.			
71. The student should understand how the routine tasks of house cleaning can be simplified through proper work methods and choice of equipment and supplies.			
72. The student should understand that families have different housing requirements that change at successive stages of the life cycle.			
73. The student will understand how rational housing decisions are based upon the recognition of family values and needs.			
74. The student will recognize how mobile homes are an alternative method of meeting the shelter needs of the family.			
75. The student will understand that the ability to arrange flowers creatively is a source of self-satisfaction.			
76. The student will have basic knowledge of house construction as an aid to decisions regarding housing.			